

## Sample Graduation Proficiencies &amp; Performance Indicators

## VT CONTENT AREA GRADUATION PROFICIENCIES &amp; PERFORMANCE INDICATORS:

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GEs)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS' DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER—ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

## THIS DOCUMENT IS DESIGNED TO:

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUS IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUS FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<b>1. DISCIPLINARY LITERACY</b> Students show literacy in the arts through understanding and demonstrating concepts, skills, terminology, and processes.	<ul style="list-style-type: none"><li>a. Students describe art using discipline-specific vocabulary (shading, plot, rhythm, gesture) and explain how they evoke emotion and meaning.</li><li>b. Students relate varied interpretations of works of art using some or all of the following: observation, personal experience, cultural context.</li><li>c. Students compare/contrast works of art, possibly including a student's own work.</li></ul>	<ul style="list-style-type: none"><li>a. Students describe art using discipline-specific vocabulary (cross-hatching, exposition, harmony, phrasing) and explain how they evoke emotion and meaning.</li><li>b. Students relate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist's intent and or artist's process.</li><li>c. Students compare/contrast works of art, possibly including a student's own work.</li></ul>	<ul style="list-style-type: none"><li>a. Students describe art using discipline-specific vocabulary (elements and principles of design, expression) and explain how they evoke emotion and meaning.</li><li>b. Students relate varied interpretations of works of art using some or all of the following: observation, personal experience, background knowledge, cultural context, artist's intent and or artist's process.</li><li>c. Students compare/ contrast works of art, possibly including a student's own work.</li><li>d. Students explain how elements, artistic processes, and/or organizational principles are used in similar and specific ways (e.g. tone, form, color, balance, unity, variety, texture, harmony, etc.).</li><li>e. Students classify art works by style, genre, historical period, and explaining why each is representative.</li></ul>

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			f. Students demonstrate understanding of health and safety issues related to the arts (e.g. using safe work habits and techniques).
<b>2. APPROACH TO WORK</b> Students approach artistic problem-solving using multiple solutions and the creative process.	a. Students identify challenges in their work (e.g., “This note is hard to play”). b. Students generate and test solutions addressing challenges in their work. c. Students demonstrate commitment and a sense of purpose when completing their work. d. Students demonstrate an understanding of safe work habits and techniques related to the arts. e. Students take responsibility for setting and adjusting goals for self (e.g. prioritizing responsibilities, managing time, and completing deadlines). f. Students participate constructively as a member of an audience or creative collaborative.	a. Students identify challenges in their work (e.g. “My print is blurred”). b. Students generate and test solutions addressing challenges in their work. c. Students demonstrate commitment and a sense of purpose when completing their work. d. Students demonstrate an understanding of safe work habits and techniques related to the arts. e. Students use a variety of approaches to practice when completing their work. f. Students participate constructively as a member of an audience or creative collaborative.	a. Students apply creative problem-solving skills to improve or vary their own work and/or the work of others. b. Students analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. c. Students bring ideas learned previously into the development of work. d. Students research and apply new strategies to address creative challenges. e. Students cooperate in an ensemble, group, or partnership to maintain an environment of safety, confidence, mutual esteem, and support. f. Students respond constructively as members of an audience/group.
<b>3. REFLECTION AND CRITIQUE</b> Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).	a. Students make affirming statements with specific evidence. b. Students ask questions about work (their own, and that of others), and suggest changes. c. Students discern and respond to suggestions that are effective, and justify their aesthetic decisions.	a. Students develop and apply specific criteria, individually or in groups. b. Students ask questions about work (their own, and that of others), and suggest changes. c. Students discern and respond to suggestions that are effective, and justify their aesthetic decisions.	a. Students describe, analyze, interpret, and evaluate art forms by applying the concepts, terminology, skills and processes of the discipline. b. Students analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. c. Students identify the difference between a personal opinion and an informed judgment. d. Students research and explain how art and artists reflect and shape their time and culture.

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<b>4. MAKING CONNECTIONS</b> Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.	<ul style="list-style-type: none"><li>a. Students communicate ideas, concepts, and feelings about one discipline using principles and subject matter from another (e.g. show understanding of science through music).</li><li>b. Students demonstrate an understanding of how the arts contribute to physical and mental health.</li><li>c. Students create or perform art from two or more cultures, identifying common subjects and themes.</li></ul>	<ul style="list-style-type: none"><li>a. Students communicate ideas, concepts, and feelings about one discipline using principles and subject matter from another (e.g. show understanding of music through visual arts).</li><li>b. Students explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions.</li><li>c. Students demonstrate an understanding of how the arts contribute to physical and mental health.</li><li>d. Students create or perform art from different cultures, identifying common subjects, themes, and techniques/styles.</li><li>e. Students research and reflect on how artists and their work reflect cultural values in various traditions around the world.</li></ul>	<ul style="list-style-type: none"><li>a. Students connect the characteristics and purposes of the visual/performing arts to history, world cultures, and/or socio-political issues.</li><li>b. Students analyze skills and concepts that are similar across disciplines.</li><li>c. Students make short-term and long-term goals based on rigorous criteria related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</li><li>d. Students explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions, including the recognition that the arts are a means of renewal and recreation.</li><li>e. Students demonstrate positive interpersonal skills, and reflect on the impact of interpersonal skills on personal success in the arts.</li></ul>
<b>5. CREATION, PERFORMANCE, EXPRESSION</b> Students create, perform, and express ideas through the art discipline.  <b>5a. DANCE</b>	<ul style="list-style-type: none"><li>a. Students solve increasingly complex movement challenges involving several movement concepts with a partner or small group.</li><li>b. Students use movement to express complex ideas (including narrative and abstract).</li><li>c. Students improvise, create, and perform dances based on their own ideas and concepts from other sources.</li><li>d. Students produce a multiple-part sequence of non-locomotor and locomotor movements.</li></ul>	<ul style="list-style-type: none"><li>a. Students solve increasingly complex movement challenges involving several movement concepts within a group.</li><li>b. Students choreograph dances that effectively communicate a theme.</li><li>c. Students choreograph for a solo dancer.</li><li>d. Students improvise new movements and manipulate learned movements to choreographed studies.</li><li>e. Students produce a multiple-part sequence of non-locomotor and locomotor movements.</li></ul>	<ul style="list-style-type: none"><li>a. Students solve increasingly complex movement challenges involving several movement concepts within a group.</li><li>b. Students choreograph dances that effectively communicate a theme.</li><li>c. Students choreograph for a solo dancer.</li><li>d. Students improvise new movements and manipulate learned movements to choreographed studies.</li><li>e. Students produce a multiple-part sequence of non-locomotor and locomotor movements.</li><li>f. Students create artwork to show understanding of a discipline (e.g. show understanding of music through history; show understanding of dance through anatomy; show understanding of theater through literature).</li><li>g. Students create or perform a work of art that communicates a cross-cultural or universal theme.</li></ul>

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<b>5b. MUSIC</b>	<ul style="list-style-type: none"> <li>a. Students improvise within specified guidelines (e.g., pentatonic, blues and major and minor scales, riffs, motifs).</li> <li>b. Students compose and arrange using the elements of music within specified guidelines (e.g., form, harmony, rhythm, pitch).</li> <li>c. Students sing and play ensemble and solo experiences with a varied repertoire of music at a degree of difficulty of level 1-2 (see NYSSMA Manual).</li> <li>d. Students respond to the cues of the conductor (e.g., steady beat, tempo, start and stop, dynamics, cues).</li> <li>e. Students read and notate music (e.g., steady beat, tempo, start and stop, dynamics, cues).</li> </ul>	<ul style="list-style-type: none"> <li>a. Students improvise using various techniques for developing musical ideas (e.g., pentatonic, blues and major and minor scales, riffs, motifs).</li> <li>b. Students compose and arrange for a variety of traditional, non-traditional and electronic media; using the elements of music within specified guidelines; demonstrating unity, variety, tension and release, and appropriate voicing.</li> <li>c. Students sing solos and two and three-part literature with a more varied repertoire (e.g. various cultures and styles), and with a degree of difficulty of level 2-3 (see NYSSMA manual).</li> <li>d. Students respond to the cues of the conductor (e.g., steady beat, tempo, start and stop, dynamics, cues, expression, accents, articulation).</li> <li>e. Students read and notate music at the level of difficulty of 2 on a scale of 1-6 (see NYSSMA manual).</li> </ul>	<ul style="list-style-type: none"> <li>a. Students improvise short songs and instrumental pieces using a variety of techniques (e.g.: changes in tone color, dynamics, and pitch-bending).</li> <li>b. Students compose and arrange for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.</li> <li>c. Students sing solos and two and three-part literature with a more varied repertoire (e.g. various cultures and styles), and with a degree of difficulty of level 4 (see NYSSMA manual).</li> <li>d. Students play a musical instrument with a more varied repertoire (e.g. various cultures and styles), alone and with others, and with a degree of difficulty of level 4 (see NYSSMA manual).</li> <li>e. Students respond to the cues of the conductor (tempo, dynamics, cues, expression, accents, articulation, phrasing, line, rubato).</li> <li>f. Students read and notate music at the level of difficulty of 4 on a scale of 1-6 (see NYSSMA manual).</li> <li>g. Students create artwork to show understanding of a discipline (e.g. show understanding of music through history, show understanding of dance through anatomy, show understanding of theater through literature).</li> </ul>
<b>5c. THEATRE</b>	<ul style="list-style-type: none"> <li>a. Students demonstrate development of character through alternative media (e.g., script writing, dance, music, visual art).</li> <li>b. Students develop a character through improvisation.</li> <li>c. Students perform/communicate through theater by presenting a rehearsed scene.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students demonstrate development of character using physical and vocal expression.</li> <li>b. Students design or identify designs that support or enhance character.</li> <li>c. Students develop a character using non-verbal techniques (e.g. dance, mime, physical comedy, stage combat (wrestling, sword play, physical confrontation).</li> <li>d. Students perform/communicate through theater by producing a practiced scene.</li> <li>e. Students perform/communicate through theater by</li> </ul>	<ul style="list-style-type: none"> <li>a. Students demonstrate development of character using physical and vocal expression, and textual analysis and research.</li> <li>b. Students develop and establish character based on textual analysis and research.</li> <li>c. Students use character work, scenario techniques, and design detail to develop a performance.</li> <li>d. Students perform/communicate through theater by producing a practiced scene.</li> <li>e. Students perform/communicate through theater by</li> </ul>

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		<p>adjusting voice/tone level and timing before an audience.</p> <p>f. Students perform/communicate through theater by building scenic elements to fit production design.</p>	<p>adjusting voice/tone level and timing before an audience.</p> <p>f. Students perform/communicate through theater by using marketing techniques for a production (e.g. press release, poster, study guide, etc.).</p> <p>g. Students perform/communicate through theater by building scenic elements to fit production design.</p> <p>h. Students show understanding of theater and concepts and vocabulary through labeling and participating in a cold reading and audition.</p> <p>i. Students create artwork to show understandings of a discipline (e.g. show understanding of music through history, show understanding of dance through anatomy, show understanding of theater through literature).</p>
5d. VISUAL ARTS	<p>a. Students use drawing techniques including gesture, contour, shading and texture</p> <p>b. Students select art tools and materials for specific purposes</p> <p>c. Students purposefully apply elements of 2D and 3D design (e.g. 2D—apply color theory through the use of the color wheel including shades, tints, analogous and complimentary colors; identify and use form and texture; create implied texture with value and lines; 3d—create surface pattern on a clay vessel)</p>	<p>a. Students use personal observation to refine the visual representation of objects in their drawings and paintings</p> <p>b. Students select art tools and materials for specific purposes</p> <p>c. Students make compositional decisions guided by specific principals such as balance, movement, emphasis, etc. (e.g. intentional use of color as expressive quality, printmaking, additive/subtractive sculpture, etc.)</p>	<p>a. Students articulate and utilize a formal and expressive variety of media techniques and complex processes with appropriate vocabulary</p> <p>b. Students control media techniques and processes with skill, confidence, and sensitivity so that student intentions are represented in works of art</p> <p>c. Students demonstrate effective relationships between the elements and principles of design (e.g. using line to demonstrate movement)</p> <p>d. Students assemble and display objects and works of art as a part of a public exhibition (e.g. curatorial responsibility)</p> <p>e. Students use innovative visual metaphors in creating a work of art</p> <p>f. Students create artwork to show understandings of a discipline (e.g. show understanding of music through history, show understanding of dance through anatomy, show understanding of theater through literature).</p>